

AL.2.2008-208 c.2 V.2a

University of Alberta Library



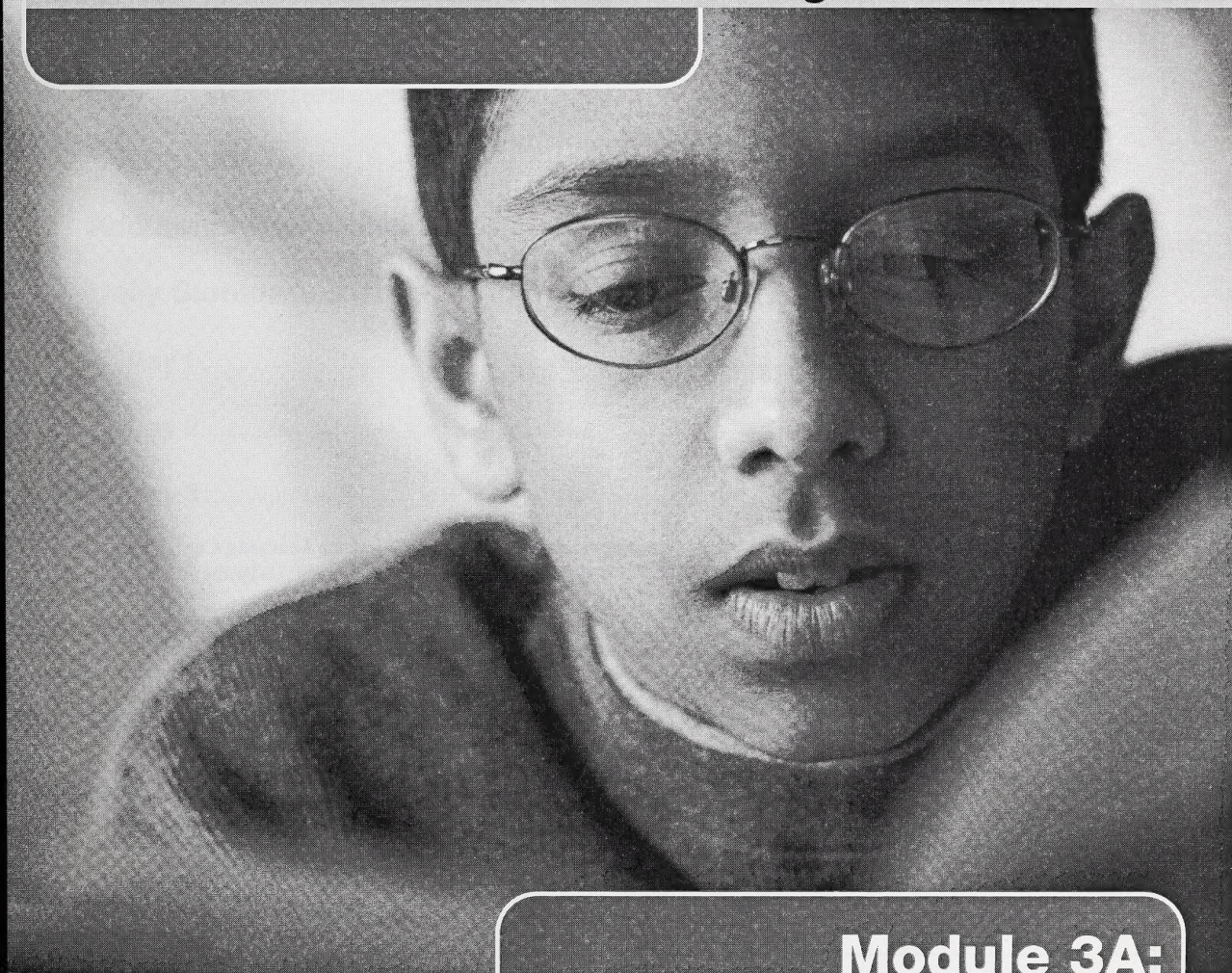
0 1620 3681713 6

3

Grade Three

Thematic

Home Instructor's Guide and Assignment Booklet



Module 3A:
Tales from Around the World
Day 1 to Day 9



Learning
Technologies
Branch

Alberta
EDUCATION

Grade Three Thematic
Module 3A: Tales from Around the World
Home Instructor's Guide: Days 1–9 and Assignment Booklet 3A
Learning Technologies Branch
ISBN 0-7741-2691-4

Cover Art: Photodisc/Getty Images

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

Copyright © 2006, Alberta Education. This resource is owned by the Crown in Right of Alberta, as represented by the Minister of Education, Alberta Education, 10155 – 102 Street, Edmonton, Alberta, Canada T5J 4L5. All rights reserved.

No part of this courseware may be reproduced in any form, including photocopying (unless otherwise indicated), without the written permission of Alberta Education. This courseware was developed by or for Alberta Education. Third-party content has been identified by a © symbol and/or a credit to the source. Every effort has been made to acknowledge the original source and to comply with Canadian copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Education so corrective action can be taken.

THIS COURSEWARE IS NOT SUBJECT TO THE TERMS OF A LICENCE FROM A COLLECTIVE OR LICENSING BODY, SUCH AS ACCESS COPYRIGHT.

Table of Contents

Module 3A: Tales from Around the World	5
Learning Outcomes	5
Required Materials	7
Special Activities	7
Suggested Times	8
Additional Resources	8
Daily Summaries	10
Day 1	10
Day 2	11
Day 3	13
Day 4	15
Day 5	17
Day 6	18
Day 7	20
Day 8	21
Day 9	22

Table of Contents

Suggested Responses	25
Day 1	25
Day 2	26
Day 3	27
Day 4	28
Day 5	29
Day 6	30
Day 7	32
Day 8	33
Day 9	34

Module 3A: Tales from Around the World

In this module the student will read fairy tales from around the world. It is important that the student have a basic understanding of this genre because traditional stories help the student understand patterns and symbols that are seen in all types of literature. Many common sayings and idioms come from fables, folk tales, fairy tales, and legends. Most fairy tales include supernatural beings and events. Discuss any concerns you may have with these themes with the teacher.

The student will relate the tales to the country of origin, find these countries on a world map, and begin to discover facts about world communities. Science skills focus on testing materials and designs.

This Home Instructor's Guide is specific to Module 3A: Tales from Around the World. The Home Instructor's Guide for Module 1A contains general information about the role of the home instructor, curriculum information, arranging the learning area, breaks, assessment, and special features. If you do not have access to the Module 1A Home Instructor's Guide, contact your teacher to obtain this important information.

Learning Outcomes

Science, Social Studies, and English Language Arts

Science outcomes for this module include

- comparing and evaluating a variety of man-made structures
- recognizing that functional structures must be strong and stable
- applying procedures to test different structural designs
- identifying and applying methods for making a structure stronger and more stable

Through walks and field trips, the student examines man-made structures in the community to help learn about basic building shapes and materials.

Social studies outcomes include

- demonstrating an understanding of how social, cultural, linguistic, geographic, and economic characteristics shape communities in other parts of the world
- learning about the folklore of different countries
- developing an awareness of the customs and traditions of others
- using a map of the world to locate continents and countries
- applying the concept of relative location to locate places on maps and globes
- using a scale to determine distances on a map
- using cardinal directions (north, south, east, west) to locate places on maps
- developing questions about countries
- summarizing data by writing notes and keywords
- following a plan to complete an inquiry
- accessing and retrieving factual information about countries from electronic sources

English language arts outcomes include

- applying word-analysis strategies to compound words
- choosing books and stories from a variety of cultures
- using syllabication to read unknown words
- demonstrating respect for the cultures of others and appreciating diversity
- identifying types of literature
- summarizing the main idea of a story
- reading silently with accuracy and confidence
- finding information to answer a research question using a variety of sources
- recording facts
- listing sources of facts
- organizing ideas and information
- making inferences about a character's feelings

Before beginning this module, borrow library books for shared reading, silent reading, and research. Choose a variety of fairy tales, folk tales, and legends. You will need at least two versions of the story "Cinderella." Look in this Home Instructor's Guide under the heading Additional Resources for suggested titles.

To develop spelling and reading skills in this module, phonics and spelling activities focus on compound words, syllables, consonant blends, and y as a vowel and consonant.

Music

Provide a variety of musical opportunities for the student. Play classical and contemporary music selections during appropriate times of day. If possible, play selections of music from each country that is discussed in the lessons. In this module France, Germany, Scandinavia, and Iraq are introduced.

Technology

The student learns how to access and retrieve information from the Internet or a computer encyclopedia program and to process this information.

Physical Education and Health and Life Skills

As the student walks through the neighbourhood, man-made structures will be observed.

A continuation of daily fitness activities is strongly recommended.

Art

In this module the student experiments with sculpture, painting, and collage. Subject matter includes fantasy, environment, and places.

The student studies illustrations to appreciate crafts from other cultures. Through observation of man-made structures, shapes and proportion are studied. The student uses direct observation as a basis for drawings in several science activities.

The student creates a sculpture from clay or plasticine and impresses it with found objects to create a design.

A simple method of indicating depth or perspective is introduced. The student learns the terms *foreground*, *middle ground*, and *background*; examines how illustrators and painters show perspective; and uses size to show depth in a paint and collage picture.

Required Materials

The student will need the following items for Module 3A:

- Module 3A Student Module Booklet
- Module 3A Assignment Booklet
- *Collections: Tales—Princesses, Peas, and Enchanted Trees*
- junior dictionary
- *Modern Curriculum Press Phonics: Level C*
- Writing Folder
- Art Folder
- ingredients and utensils for making pumpkin muffins
- cardboard
- toothpicks
- materials to use as joiners—miniature marshmallows, modelling clay, or tape
- Internet access for research and/or a computer encyclopedia program
- atlas and a provincial road map
- index cards
- portable electric fan

Special Activities

Tale Selections

You will need a variety of fairy tales throughout this module. On some days, specific tales are discussed. You may find an anthology at your local library that contains the featured stories or you may find the stories in individual editions. Try to find a version of the specific tales for each of the following days.

Day 1: “Cinderella”

Day 2: a “Cinderella” story from another country, such as

- *Yeh Shen: A Cinderella Story from China*, retold by Ai-Ling Louie
- *The Rough-Face Girl*, Rafe Martin
- *The Egyptian Cinderella*, Shirley Climo
- *The Korean Cinderella*, Shirley Climo
- *Domitila: A Cinderella Tale from the Mexican Tradition*, adapted by Jewel Reinhart Coburn
- *The Turkey Girl: A Zuni Cinderella*, retold by Penny Pollock

Day 5: *Tales from the Arabian Nights* (optional)

Research

Using the Internet or an electronic encyclopedia program, the student will gather non-fiction information about a world community.

Day 6: the fairy tale “Sleeping Beauty”

Day 7: Germany

Field Trips

Day 1: fitness walk around the neighbourhood to observe shapes in buildings and structures

Day 4: walk to observe columns

Cooking

Day 3: pumpkin muffins

Suggested Times

The general schedule for the day is as follows:

Activity	Time
Introduction and Getting Started	5–10 minutes
English Language Arts (includes reading, writing, spelling, and phonics)	60–90 minutes
Math	45 minutes
Physical Education	15–30 minutes
Silent Reading	15 minutes
Thematic Activities	60–90 minutes
Story Time	15 minutes
Looking Back	15 minutes

Exceptions to this general time schedule will be noted in the daily summaries. Not all activities will appear each day.

Additional Resources

Any of the following books are excellent choices to read aloud or silently. Instead of a chapter book, you may want to choose an anthology with a collection of fairy tales. There are many beautiful picture books with retellings of traditional stories from a variety of countries.

Fiction: Anthologies

Tales from the Arabian Nights (any version or any story from a collection of tales from the Middle East)

Eric Carle's Treasury of Classic Stories for Children by Aesop, Hans Christian Andersen, and the Brothers Grimm, retold by Eric Carle

English Fairy Tales, Joseph Jacobs

Irish Fairy Tales and Legends, Una Leavy

Canadian Fairy Tales, retold by Eva Martin

Fiction: Short Stories and Picture Books

“Arabian Nights” (any version or any story from the collection)

“Cinderella” (any version)

The Full Belly Bowl, Jim Aylesworth

The Egyptian Cinderella, Shirley Climo

The Korean Cinderella, Shirley Climo

Domitila: A Cinderella Tale from the Mexican Tradition, adapted by Jewel Reinhart Coburn

Strega Nona, Tomie dePaola

Strega Nona Takes a Vacation, Tomie dePaola

Up the Chimney, Margaret Hodges

Clever Katy: A Fairy Tale from Old Russia, retold by Mary Hoffman

Yeh Shen: A Cinderella Story from China, retold by Ai-Ling Louie

The Rough-Face Girl, Rafe Martin

Puss in Boots, Charles Perrault

The Turkey Girl: A Zuni Cinderella, retold by Penny Pollock

Rumpelstiltskin, retold by Paul O. Zelinsky

Non-Fiction

If you do not have Internet access or encyclopedia software, you can use resource books or an encyclopedia to find information about Germany.

Internet

Some possible websites for information about Germany, Hans Christian Andersen, and the Brothers Grimm include the following:

- *Andersen Fairy Tales*
<http://www.andersenfairytale.com/en>
- *Grimm's Fairy Tales*
<http://www.nationalgeographic.com/grimm/index2.html>
- *The World Factbook*
<http://www.odci.gov/cia/publications/factbook/geos/ca.html>

Computer Programs

any computer encyclopedia program

Videos

Film versions of classic fairy tales can enhance your student's understanding of this form of literature.

Beauty and the Beast, Walt Disney Home Video

Cinderella, Walt Disney Home Video

Snow White and the Seven Dwarfs, Walt Disney Home Video

Daily Summaries

Read each day's summary in this guide and familiarize yourself with the lesson before instructing the student. Materials that are used often are not listed under the daily materials list. They should be available in the student's Course Container and the student should be responsible for gathering them. The daily materials list is meant only to help you prepare for unique activities.

You will have to decide how much practice the student needs when introducing new concepts. If you feel further practice is needed, you can extend the activities or create new tasks for the student.

Day 1

Learning Outcomes

The lesson begins with an exploration of the traditional Cinderella story and a review of fairy tales as a genre. The article "Cinderella Around the World" begins an exploration of various versions of the Cinderella story from around the world. The spelling pre-test is administered and compound words are explored. The letter / is practised in handwriting, and map skills are extended.

Materials You Need Today

- traditional version of "Cinderella"
- atlas

Getting Started

The student will tell you what he or she remembers about the story "Cinderella."

"Cinderella"

Read a traditional version of "Cinderella" aloud to the student. If you do not have a version of the story, you may retell the story orally or the student may watch a video version of the story.

The student reads part of an article from *Collections: Tales—Princesses, Peas, and Enchanted Trees* to find out that the traditional version of "Cinderella" originated in France. The student compares the version that was read, retold, or viewed to the elements discussed in the article.

Spelling

The spelling word list for Days 1 to 9 includes six high-frequency compound words. Say each word. Say the word in a simple sentence and repeat the word.

These are the spelling words:

- | | | |
|-------------|---------------|------------|
| • everyone | • stepsister | • anything |
| • godmother | • grandfather | • myself |

Physical Education and Health and Life Skills

The student will look at the shapes of buildings in your area. On Day 2 the student will draw some buildings and identify the shapes. As the module progresses, the student will apply what he or she observed to build a variety of structures.

Using an Atlas

In this lesson the student learns to use the table of contents to locate specific maps in an atlas. The student examines a world map to identify the oceans and continents of the world. A personal map is created for the student's use. As each tale in this module is studied, the student will locate the country of origin and learn a little about the country.

The student may need help to prepare the large world map from the Appendix.

Day 2

Learning Outcomes

The study of Cinderella stories in various countries continues. The concept of compound words is extended. The student practises handwriting the letter *b*. A study of stability in structures begins today.

Materials You Need Today

- a version of a Cinderella tale from another country:
 - *The Egyptian Cinderella*, Shirley Climo
 - *The Korean Cinderella*, Shirley Climo
 - *Yeh Shen: A Cinderella Story from China* retold by Ai-Ling Louie
 - *The Rough-Face Girl*, Rafe Martin
 - any other version you have found
- an assortment of magazines that can be cut

Getting Started

Divide a large sheet of poster paper or chart paper into two sections. Write the heading “Fables” on one section and “Fairy Tales” on another section.

Ask the student to tell you the characteristics of fables and write them on the chart under the heading “Fables.” Then ask the student to tell you the characteristics of fairy tales. Add them to the chart under the heading “Fairy Tales.” Compare the characteristics. What is the same about fables and fairy tales? What is different? As you and the student read fairy tales over the following days, you can add more characteristics as the student discovers them.

Fables	Fairy Tales
fiction	fiction
often about animals	good and evil characters
teach a lesson	sometimes include animals
told and retold orally	often start “Once upon a time”
many versions	often end “happily ever after”
	involve the supernatural
	many versions

“Cinderella Around the World”

The student finishes reading the article “Cinderella Around the World.” After the student has read the article and completed the questions, read one of the suggested Cinderella tales aloud. In the Assignment Booklet, the student will compare it to the French version discussed on Day 1. If you could not find a version to read aloud, the student may use the information from one of the articles to complete the comparison activity.

Spelling

Help the student choose three challenge words. If you have noticed any high-frequency words spelled incorrectly in the student’s written work, assign them as challenge words. Some other words you may want to consider are

- fairy
- countries
- continent
- ocean
- stable
- building
- structure
- magic

Buildings and Structures

The lesson begins with a discussion of the shapes and forms that the student observed. The student learns that the shape of the walls and roof may help contribute to the stability of a structure. The use of materials and methods for joining materials are also briefly introduced. Over the next few weeks, the student will experiment with a variety of shapes, forms, and materials as the strength and stability of structures are examined.

Day 3

Learning Outcomes

This lesson continues the comparison of Cinderella stories in the form of riddles. Map skills are extended, syllables are applied to word structure, and the letter *h* is practised in handwriting. The student follows a recipe to bake pumpkin muffins and builds a tower using toothpicks and modelling clay or marshmallows.

Materials You Need Today

- ingredients and utensils for pumpkin muffins
- atlas
- toothpicks
- miniature marshmallows or modelling clay

Getting Started

Read the following story summary or tell your own version of the story.

Once upon a time, in a far-away land, a proud farmer bragged that his beautiful, youngest daughter could spin straw into gold.

A greedy king heard this story and demanded the farmer bring his daughter to the castle. He put the girl into a room filled with straw and told her to spin the straw into gold.

The youngest daughter tried and tried. Try as she might, the girl could not spin the straw into gold. She wept so loudly she did not hear a little, crooked man enter the room.

"If I spin the straw into gold, you must give me your first-born child," he whispered.

"Yes! Yes! Yes!" laughed the youngest daughter. "I'll give you anything you ask."


Quickly, the little, crooked man spun the straw into gold and disappeared.

The king was so happy when he saw the gold that he told his handsome, youngest son to marry the farmer's beautiful daughter.

A year later, a tiny, perfect baby was born to the farmer's daughter and the king's son.

As the girl was singing a lullaby to the baby, the little, crooked man appeared. The farmer's daughter begged and begged him not to take the baby away.

The little man agreed on one condition: the girl had three chances to guess his name. His name was so strange, secret, and mysterious the little man did not think she had a chance.

On her final guess, thanks to a helpful maid, the girl guessed the strange, secret name of the little man. His name was  Rumpelstiltskin!

With an angry shriek, the little, crooked man disappeared and was never heard from again.

Cinderella Around the World

The student solves riddles about the various Cinderella stories discussed in the reader. The countries where the stories originated are located in a student atlas. The student uses the atlas to help locate, name, and colour each country on the large personal map created on Day 1.

Phonics

Say the following words one at a time: *log*, *boat*, *cap*, and *cape*. Ask the student to tell you how many vowels he or she hears in each word. Tell the student that each syllable of a word has one vowel sound. If the student hears only one vowel sound, it means the word has only one syllable.

Now write the words *log*, *boat*, *cap*, and *cape* on the chalkboard. Ask the student how many vowels he or she sees in the word. The words *boat* and *cape* each have two vowels, but only one vowel sound is heard. Explain that when working with syllables, the student must think about the vowel sounds he or she hears, because the silent vowels do not help show syllables.

Now say the following words one at a time: *midnight*, *enchantment*, *pocket*, and *kingdom*. Ask the student how many vowels he or she hears in each word. If necessary, repeat the words slowly, emphasizing the vowel sounds. After the student tells you how many vowels are heard, write the words on the chalkboard and examine how many vowels are seen in each word. Write the number of syllables behind the word and show the student how you would break up the syllables to help you read the word.

- midnight: two syllables, mid/night
- enchantment: three syllables, en/chant/ment
- pocket: two syllables, pock/et
- kingdom: two syllables, king/dom

Emphasize that the main reason for understanding syllables is to help the student read and write longer words.

Pumpkin Muffins

Before the student begins to gather ingredients and utensils, review appropriate kitchen and cooking safety and cleanliness rules. Assist the student in gathering ingredients and following instructions.

Tower Fun

Encourage the student to experiment with various ways to create a stable tower that is at least 30 cm high. The student may need to use crossbracing to stabilize the structure. Discuss what worked well and what needed to be changed as the student works through the project. The student will draw a diagram of the tower and discuss the process in the Assignment Booklet. The student will need to use the tower in a wind test on Day 9, so be sure it is stored in a safe place until then.

Day 4

Learning Outcomes

Today begins with a continued study of fairy tales from around the world. The story today is from Iraq. Spelling words are practised with a sentence dictation, syllabication is applied as a word attack strategy, the letter *f* is practised in handwriting, and the scientific method is applied to test a triangular pillar for strength.

Materials You Need Today

- atlas
- 21.5 cm x 28 cm piece of cardboard
- several pennies, spoons, or other small objects to use as weights
- tape

Getting Started

In preparation for today's tale, the student locates Iraq in the atlas and on the world map. Assist as necessary.

“The Enchanted Pitcher”

The student uses a dictionary to look up the meaning of the word *pitcher* and makes a prediction about the story's content. The student reads each page silently and answers the questions from the Student Module Booklet orally. Discuss any other questions that the student has about the story.

Discuss the questions and possible answers:

Page 8

When did this story happen? It happened long ago.

Who are the characters? Rachel and her father

What did you learn about them? Answers will vary but may include the following:

- Rachel's father was a potter.
- He worked from morning to night.
- He barely earned enough to feed his family.
- He had a daughter named Rachel.
- Rachel loved to watch her father work and liked to make pottery.

Page 9

What was enchanted about the pitcher? It filled itself with oil.

What did Rachel and her father decide to do with the pitcher? They decided to take it to Grandmother's house.

Page 10

What happened to the oil on the way to Grandmother's house? The oil spilled when the cart hit the bumps.

Page 11

Where did Rachel look to find the owner of the voice? She looked in the jugs.

Page 12

What did she discover in the vinegar jar? She discovered a little man or a little imp.

Page 13

What did Rachel and her grandmother discover about the pitcher? The pitcher refilled itself whenever Rachel held it.

Page 14

What would have happened if Rachel had let the imp help her? The pitcher would never have refilled.

Did Rachel and her family “live happily ever after”? Yes, they were never poor again and gladly shared their wealth.

Using Fiction to Discover Facts

In this part of the lesson, the student learns that fiction can give clues about the culture, traditions, and lifestyle of people in other communities. The student uses the illustrations and information from the story to make inferences about Iraq long ago.

Spelling

Spelling Dictation Steps

- Prepare a space on the blackboard or on chart paper for the spelling sentences.
- Say the spelling word.
- Dictate the complete sentence. Repeat the spelling word.
- Pause for a moment; then repeat the entire sentence.
- Give the student enough time to write the sentence.
- To correct, print the sentence correctly on the board or on chart paper.
- Give the student time to make self-corrections. Discuss why any errors occurred.
- Check the student’s work to make sure each self-correction is accurate.
- Continue to dictate the sentences, one at a time, until all the sentences have been written.

Dictation Sentences

everyone: Everyone lived happily ever after.

godmother: Cinderella had a fairy godmother.

stepsister: My stepsister is older than I am.

grandfather: I like to visit my grandfather.

anything: Do you have anything to mail?

myself: I can do that myself.

Build and Test

The student learns how to prepare a “fair test” as he or she does an experiment to test which shape of pillar will support the most mass.

Day 5

Learning Outcomes

Today the student focuses on summarizing the components and content and on making comparisons of fairy tales. Rectangular and circular pillars are tested for strength, and the results applied. The cursive letter *k* is practised, and consonant blends are begun. Modelling clay is used to experiment with design and shape.

Materials You Need Today

- modelling clay
- 21.5 cm x 28 cm piece of cardboard
- several pennies, spoons, or other small objects to use as weights
- tape
- a variety of tools to press into modelling clay
- index cards

Getting Started

The student retells the story “The Enchanted Pitcher” aloud. Do you see an improvement in your student’s ability to recall and retell the main parts of a story? This skill will continue to be developed in this module.

The student compares the story “The Enchanted Pitcher” to “Little Red Riding Hood.” The student is probably familiar with this tale; if not, you may retell it in your own words or read a version of it. Similarities include the following:

- Each main character is taking something to her grandmother.
- Both main characters are young girls.
- Both girls manage to outwit an evil character.

Differences include the following:

- The settings are different.
- The evil character is a wolf in one story and an imp in the other.
- One girl has a basket and the other has a pitcher.
- A woodcutter helps Little Red Riding Hood.
- The pitcher is enchanted, but there is no magic in Red Riding Hood’s basket.
- Rachel’s family becomes rich thanks to her cleverness.

Another story with a similar theme that your student may enjoy is *The Full Belly Bowl* by Jim Aylesworth. An old man receives a magical food bowl from an animal he saved.

Iraq

The student learns more about Iraq by reading a short non-fiction article. To extend this activity, you may ask the student to discover further facts about Iraq on the Internet or in non-fiction books.

Fairy-Tale Files

After reading and examining the examples in “Fairy-Tale Files” on pages 4 to 7 of *Tales—Princesses, Peas, and Enchanted Trees*, the student uses the pattern to create files about Cinderella and Rachel. As the student reads other stories, he or she will complete a file card for each story. You may need to assist the student in creating a two- or three-sentence summary to tell about the story. As the student continues to practise this skill, it should become easier.

Keep the characters from these files in mind as you read other fairy tales and folk tales to your student. If you find them in a story, refer back to the “Fairy-Tale Files” pages to review what the cards said. Discuss whether the student agrees with the characteristics listed on the cards.

To extend this activity, you may ask the student to fill out cards about characters he or she meets in stories read during Silent Reading or Story Time.

Phonics

The consonant blends *fr*, *pr*, *br*, *dr*, *cr*, and *gr* are reviewed in this lesson.

Which Pillar Is the Strongest?

The student repeats the test from Day 4 using a rectangular pillar and a circular pillar. Monitor as the student performs the test to make sure the conditions are the same and that the student is placing the weights in the same manner.

Create a Pitcher

After looking at the pottery designs on the first two pages of “The Enchanted Pitcher,” the student is asked to choose his or her favourite piece of pottery and explain why he or she likes it. The student then gathers a variety of tools from around your home that can be used to press designs into modelling clay. Give the student some time to experiment with pressed designs. When the student is ready, a pitcher can be created and decorated.

If your student is working with clay and you are familiar with clay techniques, you may want to demonstrate making slabs, coiling, or throwing.

Day 6

Learning Outcomes

Today begins with the study of a German fairy tale. Consonant blends are continued; the letters *k*, *l*, *b*, *h*, *e*, and *f* are reviewed in handwriting; and map skills are extended with the study of scales to indicate distance and symbols used in map legends.

Materials You Need Today

- a large piece of brown paper or other roll paper or a large piece of cardboard
- provincial road map
- atlas

Getting Started

The day begins with a discussion about a spindle. The student learns what a spindle is and relates it to the tale “Sleeping Beauty.” Find and read a version of “Sleeping Beauty” to your student or retell the story to your student.

“Mother Holle”

The history of the story “Mother Holle” is discussed, and the student learns about the Brothers Grimm.

If your student is interested in learning more about the Brother’s Grimm and their stories, try the website <http://www.nationalgeographic.com/grimm/> or search using the keyword *Grimm*.

The student reads the story silently and answers questions in the Student Module Booklet. The questions will help the student create a fairy-tale file card on Day 7.

The idea that fairy tales came from traditional oral stories is discussed. The student learns that these stories were used to teach children.

A fairy tale from Britain with a similar theme is the story *Up the Chimney* by Margaret Hodges.

Phonics

The / consonant blends *fl*, *pl*, *bl*, *sl*, *cl*, and *gl* are reviewed in this lesson.

Map Skills

Map skills that were introduced earlier in the year are reviewed. The student is introduced to map scales and learns how to use the scale to tell distances between places. If your student does not have a good grasp of how far a kilometre is, spend some time discussing relevant distances. For example, if the student’s grandparents live 200 km away and it takes two hours to travel there by car, relate this to the distances on the map. If the nearest city is 300 km away from your town, you may say something like “That is even farther than Grandma’s house. It would take us more than three hours to drive that far.” When even longer distances are discussed as the student looks at the world map, relate the distances to a known distance in the same manner. For example, “Germany is more than 1500 km at the longest part from north to south. It would take more than 15 hours to drive that far! That would be a long drive!”

The student demonstrates his or her map skills in the Assignment Booklet. The student should do the work independently.

Day 7

Learning Outcomes

The student creates another summary file card for a fairy tale. Consonant blends are further investigated, joining the letter *w* to *a* and *o* is practised in handwriting, and an experiment conducted to test the strength of pillars. Research skills using technology are applied to an investigation of Germany. The research follows a K-W-L chart.

Materials You Need Today

- Internet access or a computer encyclopedia program
- 21.5 cm x 28 cm piece of cardboard
- several pennies, spoons, or other small objects to use as weights
- tape

Getting Started

The student will tell you the main parts of the plot of the story “Mother Holle.” The student should try to tell the main ideas in two or three sentences in preparation for completing a fairy-tale file card. Some children find it difficult to reduce the plot to two or three sentences. If necessary, write the sentences that the student tells you on the chalkboard; then work together to condense and combine them until you have only two or three sentences that tell the main idea of the story.

“Mother Holle”

The student follows a pattern to create a fairy-tale file card. The student may refer back to the story or to the information from Day 6.

You will create a K-W-L (What I **K**now, What I **W**ant to Know, What I **L**earned) chart with your student. This type of chart is useful for any type of research project. The student examines what he or she already knows about the subject, discusses what he or she would like to find out, and records what he or she learns from the investigation.

Divide a large sheet of chart paper or the chalkboard into three sections. Label it as shown.

What I Know	What I Want to Know	What I Learned

The student reads through a list of topics in the Student Module Booklet and chooses at least three questions that he or she would like to research. The student will try to find the answers on the Internet or in a computer encyclopedia program. If your student is using an encyclopedia program, teach him or her how to open the program and to type the keywords in the search box. For example, if the student's question is about German industry, the words *Germany* + *industry* may be entered. Help the student locate the pertinent information and/or read the applicable parts. Much of this information will be above your student's reading level, so you will probably have to help the student read it. Encourage him or her to condense the information into a few words and make notes on the chart.

If the student is searching the Internet for information, follow the same procedure. Help the student reach a search engine, type in the keywords, and use the help screen for useful and applicable information. Try search engines such as Yahoo!igans, Enchanted Learning, or Kids Domain.

A website that you may find useful is the following:

- *The World Factbook*
<http://www.odci.gov/cia/publications/factbook/geos/ca.html> (Choose *Germany* from the index.)

The Internet website requires the student to follow links. Teach the student how to use indexes and click on links. These sites may be useful for researching other countries as well. Always monitor the sites your student is accessing to be sure the websites are appropriate.

Phonics

The *s* blends are introduced in this lesson. The student will listen to the words you say and write them. If necessary, emphasize the beginning sound so that the student can hear the blend. Say the words *skid*, *spot*, *snack*, *splash*, *stick*, and *spring*.

If your student has difficulty hearing and writing these sounds, spend some extra time practising the sounds using the game from the physical activity on Day 6.

More Pillar Tests

The student compares the strength of one pillar to the strength of four pillars. The procedure and materials used are the same as those from Day 6. The conclusion is recorded in the Assignment Booklet.

Day 8

Learning Outcomes

The student continues the study of fairy tales with a story by Hans Christian Andersen from Denmark. Spelling words are reviewed; consonant blends at the end of words are identified; the letter *w* is joined to the letters *e* and *i* in handwriting; map skills are extended; and a painting of a seascape is created using foreground, middle ground, and background concepts to create perspective.

Materials You Need Today

- atlas
- watercolour paint
- brushes of assorted sizes

Getting Started

Today's lesson begins with a riddle that gives a clue to the name of the fairy tale that will be read. The student solves the riddle and draws a cartoon. If the student is not familiar with cartoons, show and discuss some examples from a newspaper or book. Point out the speech bubbles that indicate the dialogue.

“The Princess and the Pea”

The student reads the story silently and completes a fairy-tale file card independently. Is the student getting better at condensing the main idea of the story into two or three sentences?

The author Hans Christian Andersen and illustrator Tomie dePaola are discussed. For more information about Hans Christian Andersen and animated stories, try the website <http://www.andersenfairytale.com/en>. If you do not have access to the Internet, you may want to read some of the classic Andersen tales from a collection of his stories.

More Map Skills

The student reviews what has been taught about maps. The country of Denmark is located and added to the student's world map.

Denmark

This part of the lesson discusses how Denmark's location impacts on the types of industries and jobs that are important to the country. The student is asked what he or she notices about the ocean and Denmark. Discuss with your student the fact that Denmark is surrounded by ocean. It is joined to Germany by only a small strip of land. The student may also notice that Denmark is a small country and that it is farther north than Germany or France.

The student is asked to speculate why tales about the sea and mermaids would originate in Denmark. The student should realize that a country that is surrounded by ocean is more likely to have a mythical ocean creature, like a mermaid, than a country that is not surrounded by water. People who spend time on the ocean are more likely to imagine tales about the sea than people living in a desert or on a farm.

The student follows instructions and creates a seascape painting. The concepts of foreground, middle ground, and background are discussed. The student also learns how to use size to show perspective. Take a look through picture books, art books, or other illustrations and show the student how the size of the object is used to show how close or far away it is in the picture. Also point out the horizon and how it separates the land or sea from the sky.

Day 9

Learning Outcomes

The student reads a fairy tale about a boy and the north wind. Readers' theatre is used as a technique for oral reading. The characteristics of fairy tales are summarized. The Scandinavian countries are located on a map. The spelling test is completed, sounds of *y* are reviewed, the cursive letter *w* is joined to the letters *r* and *h*, and an experiment is conducted to test a structure in wind.

Materials You Need Today

- electric fan
- modelling clay
- toothpicks

Getting Started

Retell the Aesop fable about the wind and the sun. You may use your own version or read the version below.

The Wind and the Sun

One day the Wind and the Sun got into an argument over who was stronger. After arguing a while, they noticed a traveller walking down the road. The Sun said, "Here's how we'll solve this argument. Whoever of us can get the traveller to take off his cloak first will be declared the strongest."

The Sun went behind a cloud and the Wind started to blow as hard as he could. The harder the Wind blew, the tighter the traveller wrapped his cloak around himself. Finally, the Wind gave up.

Out came the Sun and shone his warmth down on to the traveller. The man soon found it much too warm and removed his cloak.

"The Lad and the North Wind"

The student reads the story through silently and then aloud using a readers' theatre technique. You will read all of the narrated parts. The student will read all of the parts inside the quotation marks and will vary his or her voice to suit the character. (If there are several children present, other children may take parts instead of one child doing all the parts.)

For example, on the top of page 52, you would read like this:

Home instructor: "So off he went . . . to the North Wind's house."

Student: "Good day"

Home instructor: "said the lad"

Student: "Thank you for coming . . ."

Using the chart that was begun on Day 2, review the characteristics of fairy tales with the student. The student then thinks about how many of these characteristics appear in the story "The Lad Who Went to the North Wind." The student uses this information to answer questions in the Assignment Booklet.

Scandinavia

The student learns that the story is a Scandinavian tale and learns about the countries that make up this portion of Europe. The student locates these countries in an the atlas and enters them on his or her world map.

Fairy-Tale Files

A card is created for the story "The Lad Who Went to the North Wind." The student should be able to do most of the card independently. Can the student summarize the main idea and events of the story in a few sentences? Encourage the student to try to do as much as he or she can independently.

Spelling Test

Say each word. Say the word in a sentence and repeat the word. Also test the student on the challenge words that were decided upon.

These are the spelling words:

- everyone
- stepsister
- anything
- godmother
- grandfather
- myself

Wind and Structures

The student tests the tower made on Day 2 to see how much wind it will withstand. If the tower collapses or blows over, the student is asked to change the design until it will withstand the highest speed on the fan. Encourage the student to think of ways to make the tower stronger and more wind-resistant. Help the student analyze whether the problem occurred in the joints, in the stability, or in the strength of the tower. Ask the student questions such as the following:

- Does the tower need a foundation that will keep it from falling over?
- Does the tower need more modelling clay at the joints?
- Will it be necessary to cross brace the structure?

Student Learning Log

Be sure that the student completes the Day 9 Learning Log. Submit Assignment Booklet 3A.

Suggested Responses

Answers do not have to be in complete sentences.

Day 1

1. The main characters in most Cinderella stories are Cinderella, two stepsisters, a stepmother, a fairy godmother, and a prince. The names of the stepsisters may vary, depending upon the version that was read.
2. The words *kind*, *beautiful*, and *hardworking* should be circled.
3. The words *lazy* and *cruel* should be circled.
4. In most versions, Cinderella arrives at the ball in a coach made from a pumpkin.
5. a fairy godmother
6. a glass slipper
7. The prince tries the slipper on all the women in the kingdom to find out who it will fit.
8. Answers will vary depending upon the version. Many versions begin "Once upon a time . . ." Check the story to see if the student wrote it correctly.
9. Answers will vary depending upon the version. Many versions end with ". . . lived happily ever after." Check the story to see if the student wrote it correctly.
10. 34
11. Sharon Stewart
12. "Little Cinder, or the Little Glass Slipper"
13. Answers will vary depending upon the version. The student should have written *yes* if the event happened in the version you read. If the event didn't happen in the version you read, the student should have written *no*.
14. The student should have noticed that the words are all made up of two smaller words.
15. god + mother
step + sister
every + one
grand + father
any + thing
my + self

Phonics

- | | | | |
|------------------------------|-----------------------------|----------------------------|----------------------------|
| 1. <u>tea</u> <u>pot</u> | 2. <u>sun</u> <u>shine</u> | 3. <u>sea</u> <u>gull</u> | 4. <u>bee</u> <u>hive</u> |
| 5. <u>bean</u> <u>bag</u> | 6. <u>pan</u> <u>cake</u> | 7. <u>way</u> <u>side</u> | 8. <u>air</u> <u>way</u> |
| 9. <u>neck</u> <u>tie</u> | 10. <u>milk</u> <u>weed</u> | 11. <u>pea</u> <u>nuts</u> | 12. <u>tree</u> <u>top</u> |
| 13. <u>water</u> <u>fall</u> | 14. <u>over</u> <u>coat</u> | | |

Page 55

16. The table of contents tells the page number that specific maps or other information can be found on.
17. Answers will vary depending upon the atlas that you use. If you use the recommended *Beginner's Classroom Atlas of Canada and the World*, the page numbers are as follows:
 - map of the world: 6–7, 8–9, 10–11, 12–13, or 6–13
 - map of Canada: 14–15, 16–19, or 14–19
 - map of Africa: 28–29
18. North America, South America, Africa, Europe, Asia, Antarctica, Australia
19. Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean, and Southern or Antarctic Ocean
20. any three of Greenland; Mexico; United States; the Central American countries of Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, and Panama; or the island nations of the Caribbean, Bahamas, Barbados, Bermuda, Cuba, Dominican Republic, Grenada, Haiti, Jamaica, Puerto Rico (U.S.), St. Kitt and Nevis, St. Vincent and the Grenadines, and Trinidad and Tobago
21. any three of Albania, Andorra, Armenia, Austria, Azerbaijan, Belarus, Belgium, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, England, Estonia, Finland, France, Georgia, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Macedonia, Malta, Moldova, Monaco, Netherlands, Norway, Poland, Portugal, Romania, Russia, San Marino, Scotland, Serbia and Montenegro, Slovakia, Slovenia, Spain, Sweden, Switzerland, Ukraine, Vatican, Wales

Day 2

1. China, Nigeria, Ireland, Canada, the United States, Japan
2. Ireland
3. Japan
4. frogs
5. in/side week/end back/pack water/fall rain/coat sea/shell
6. The student should draw a picture that illustrates the meaning of each compound word.

snowman snowshoes snowsuit snowball snowboard snowdrift

Phonics			Page 56
1. paintbrush	2. treetop	3. outside	4. raincoat
5. dustpan	6. seashell	7. snowflake	8. bathtub
9. rattlesnake	10. countertop	11. backpack	12. backyard
13. overhead	14. waterfall	15. shoelace	

7. Answers will vary depending upon the building that the student drew. The rectangle is the most commonly used shape in buildings.
8. The rectangle is a stable shape. It doesn't roll easily.
9. It would be difficult to build circular walls because they would roll and it would be difficult to attach other walls without leaving gaps.
10. The rain and snow would run or slide off easily.
11. No, because cardboard would not support the weight of vehicles. Water would soak into it and weaken it even further.
12. A tree has roots in the soil to hold it firmly.
13. to 16. Answers will vary depending upon the pictures that the student has found. The student should name the first structure and tell why it is or isn't strong and stable. The student should identify the second building and point out the shapes and forms that are visible in the building. The student will probably realize the structure will need a strong foundation or basement that sinks into the ground to anchor it. A structure may be built so that it is wider at the bottom than the top. Accept any reasonable answers.

Day 3

1. three
2. three
3. Canada and the United States
4. Ireland
5. wagon, vowel sounds 2 syllables 2
6. rainbow, vowel sounds 2 syllables 2
7. pencil, vowel sounds 2 syllables 2
8. boat, vowel sounds 1 syllables 1

Phonics

Page 57

- | | | | |
|-----------------|-----------------|----------------|------------------|
| 1. nest 1 | 2. dragon 2 | 3. robot 2 | 4. seven 2 |
| 5. pencil 2 | 6. hose 1 | 7. money 2 | 8. clock 1 |
| 9. turkey 2 | 10. monkey 2 | 11. sled 1 | 12. blanket 2 |
| 13. letter 2 | 14. fish 1 | 15. candy 2 | 16. giant 2 |

Word	See	Hear	Syllables
1. basket	2	2	2
2. jeep	2	1	1
3. milk	1	1	1
4. rabbit	2	2	2
5. basement	3	2	2
6. music	2	2	2
7. beans	2	1	1
8. hillside	3	2	2
9. mailbox	3	2	2
10. peanuts	3	2	2
11. picnic	2	2	2
12. ate	2	1	1
13. pancake	3	2	2
14. sailboat	4	2	2
15. tune	2	1	1
16. rode	2	1	1
17. treetop	3	2	2
18. cabin	2	2	2

9. The student should circle *the Cinderella from France*
10. Answers will vary, depending upon what the student observes in the picture. The student may say the base is wider than the top, metal was used to build it, or there are arches and crossbraces. Accept reasonable answers.
11. Answers will vary. The student may discuss the shapes that he or she sees or the material the tower is made from. Accept reasonable answers.

Day 4

1. tale
2. retold
3. 8
4. Answers will vary. The student may say a *jug* or *container*.
5. fiction
6. The student may say that it is fiction because pitchers cannot fill themselves up, Rachel could not be transported to her grandmother's instantly, or imps don't exist. Accept any reasonable answers.

7. The student may divide the words in a way that makes sense to him or her. Encourage the student to divide the words at word endings and between two smaller words.

painted	2 syllables	paint ed
discover	3 syllables	dis cov er
grandmother	3 syllables	grand moth er
careful	2 syllables	care ful
wooden	2 syllables	wood en
8. Answers will vary. The student may have noticed columns, garbage cans, propane bottles, or other cylindrical objects.
9. The student should name any models that he or she has. Models may include model vehicles, model animals, doll houses, toy barns or zoos, or miniature furniture.
10. The student should make a prediction about which pillar will be strongest.
11. The student should indicate the number and type of objects that were used to provide mass.

Day 5

1. basket of goodies or basket of cookies
2. wolf
3. stone
4. potter
5. petroleum products or oil and gas and probably dates
6. Arabic
7. Iraq produces grain, fruit and dates, and meat.
8. Answers will vary. Any of the facts from the article or things discovered from the illustrations of the story are acceptable.
9. Ananse
10. Answers will vary depending upon the student's experiences with the stories. Many children will be familiar with "The Shoemaker and the Elves."
11. Maru-Me is strong, funny, and mischievous.
12. "A Promise Is a Promise"
13. Vasilisa must go to Baba Yaga's house for hot coals.

14. China
15. crib, grapes, dragon, brush, pretzel, frog

Phonics

Page 59

- | | | | |
|-------------|----------------|------------|------------------|
| 1. broom | 2. fruit | 3. crow | 4. pretzel |
| 5. drum | 6. train | 7. brother | 8. trumpet |
| 9. practice | 10. prize | 11. dream | 12. crowds, from |
| 13. friends | 14. try, proud | | |

Phonics

Page 60

- | | | | | |
|-----------|----------|----------|----------------|-----------|
| 1. bridge | 2. truck | 3. frame | 4. crow | 5. grapes |
| 6. broom | 7. train | 8. bride | 9. grasshopper | 10. drum |

16. Answers will vary. The student should repeat the prediction made on Day 4.
17. The student should indicate whether he or she still thinks the prediction is correct.
18. The student should indicate the number and type of objects that were used to provide mass.
19. The student should indicate the number and type of objects that were used to provide mass.
20. The student should tell which pillar supported the most mass in the test.
21. The student should advise Cinderella and Prince Charming to use the shape of pillar that supported the most weight.

Day 6

1. "Sleeping Beauty"
2. The student should have circled *tale*.
3. The student should have circled *retold*.
4. The student should indicate whether he or she has heard of this character before. Most children will not recognize this character.
5. small town in a little house
6. The spindle fell into the well.
7. any two of *kind, generous, hardworking, reliable, golden*, or other words that describe the first daughter accurately

8. The student may have identified any two of *mean, lazy, rude, unreliable, proud, dirty*, or other words that describe the second daughter accurately.
9. The student may have identified any two of *kind, old, loved, grateful for hard work, angered by laziness*, or any other words that describe Mother Holle.
10. The first daughter was showered in gold coins.
11. The second daughter was showered in ashes.
12. The student is expressing an opinion. Accept any answer that is supported by a reason.
13. People who work hard are rewarded; kindness is rewarded.

Phonics

Page 61

The l blend should be circled in each word.

- | | | | | |
|----------------------|--------------------|-------------------------|--------------------|-----------------------|
| 1. fl <u>ag</u> | 2. p <u>l</u> ate | 3. c <u>l</u> ock | 4. b <u>l</u> ocks | 5. g <u>l</u> ass |
| 6. s <u>l</u> ed | 7. p <u>l</u> ants | 8. f <u>l</u> y | 9. g <u>l</u> obe | 10. s <u>l</u> ippers |
| 11. b <u>l</u> anket | 12. c <u>l</u> own | 13. f <u>l</u> ashlight | 14. g <u>l</u> ove | 15. p <u>l</u> ug |

Phonics

Page 62

- | | | | | |
|-----------------|----------------|--------------|---------------|-----------------|
| 1. clean, clip | 2. blue, block | 3. flag, fly | 4. glow, glue | 5. play, please |
| 6. sleep, slide | 7. blowing | 8. clouds | 9. play | 10. slipped |
| 11. gloves | 12. blocks | 13. glad | 14. glass | 15. close |

14. to 22. Answers may vary depending upon the map that was used. Check the map that was used to confirm answers. Sample answers are provided.
14. The symbol is usually an airplane.
15. The symbol may be a circle with an R inside.
16. The symbol is usually a triangle.
17. Any two symbols from the map are acceptable.
18. The symbol is usually a small circle.
19. The symbol is usually a coloured square or space.
20. and 21. Answers will vary. Check the map for accuracy.
22. north
23. south
24. west

25. east
26. to 29. Answers will vary. Check the map for accuracy.
30. The student may have identified any one of Denmark, Norway, Sweden, Finland, Iceland, Russia, Lithuania, Latvia, or Estonia.
31. The student may have identified any one of Poland, Czech Republic, Austria, Slovenia, Hungary, Croatia, Bosnia and Herzegovina, Russia, Belarus, Ukraine, Slovakia, Romania, or Moldova.
32. about 800 km
33. France

Day 7

1. Answers will vary. The student may have noticed the illustration on page 46 of the German-style house and the clothing worn by the woman. The student may mention the legend of the pillows making snow, the fact that wells were used, that bread was baked in large ovens, or that apples grew there.
2. The girls spun wool, took bread from the oven, picked apples, and shook pillows.
3. shook her pillows.
4. Check the spelling of the words *skid*, *spot*, *snack*, *splash*, *stick*, and *spring*.

Phonics

Page 63

The *s* blend should be circled in each word.

- | | | | | |
|---------------|-----------|-----------|------------|---------------|
| 1. strawberry | 2. snail | 3. skate | 4. sweater | 5. stool |
| 6. sled | 7. stamp | 8. snake | 9. spider | 10. squirrel |
| 11. star | 12. spoon | 13. swing | 14. sky | 15. scarecrow |

Phonics

Page 64

- | | | | | |
|--------------|----------|------------|-------------|---------------|
| 1. special | 2. spent | 3. spring | 4. still | 5. sweaters |
| 6. stockings | 7. stump | 8. swollen | 9. screamed | 10. slithered |

The *s* blend should be circled in each word.

- | | | | | |
|------------|-----------|-----------|-----------|-----------|
| 11. skid | 12. stamp | 13. smile | 14. spray | 15. scale |
| 16. stream | 17. sniff | 18. spell | 19. sweep | 20. scrub |
| 21. smell | 22. snow | | | |

5. Answers will vary depending upon the words that the student spelled incorrectly and the challenge words that were chosen. The compound words should be divided by writing the two smaller words in different colours.

everyone god**mother** step**sister** grand**father** any**thing** my**self**

6. Answers will vary. The student is making a prediction.
7. The answer should be the same as the number of objects that the circular pillar supported on Day 5.
8. The answer should be the number of objects that the four circular pillars supported.

Day 8

1. pea
2. The student should show a pea with a face, and the speech bubble should tell what the pea is thinking about its situation.
3. Hans Christian Andersen
4. Tomie dePaola
5. 15
6. Answers will vary. The student should indicate if he or she found the story humorous and tell why or why not. Accept any reasonable explanations.
7. The prince wanted to marry a real princess, but didn't know which ones were real.
8. The queen put 20 mattresses on top of a pea to see if the princess would feel it.
9. The princess couldn't sleep because something was in her bed.
10. *nk, st, sk*

Phonics

Page 65

The consonant blend at the end of each word should be circled.

- | | | | | |
|-----------|----------|----------|----------|----------|
| 1. stamp | 2. mask | 3. trunk | 4. list | 5. belt |
| 6. raft | 7. hand | 8. gold | 9. plant | 10. nest |
| 11. milk | 12. pond | 13. desk | 14. sink | 15. gift |
| 16. shelf | | | | |

- | | | |
|---------|------------|---------|
| 1. fly | 2. flea | 3. flew |
| 4. flee | 5. flutter | 6. flue |
7. to 11. Answers will vary depending on the words with beginning and ending consonant blends the student selected.

11. The map legend tells what symbols are used in the map and what the symbols stand for.
12. The map compass shows you the directions on a map.
13. The map scale tells you how to measure distance on the map. It can be used to find out how far it is between places on the map.
14. The student may identify any one of Norway, Sweden, Iceland, Finland, or Russia.
15. The student may identify any one of United Kingdom, Ireland, or any other country west of Denmark on the map you are using.
16. less than
17. Germany
18. small
19. background

Day 9

1. The traditional moral is "Kindness affects more than severity." Accept any reasonable suggestions for a moral.
2. 51
3. A check mark should appear beside the following characteristics: *has good and evil characters, starts "once upon a time," ends "happily ever after," involves the supernatural, teaches a lesson, and often has events that happen in threes.*
4. Answers will vary. Accept any words that contain y making the consonant sound, such as *yellow, yes, yet, year, yell, or yak.*
5. Answers will vary. Accept any words that contain y making the long e sound, such as *happy, silly, hungry, jumpy, or candy.*
6. Answers will vary. Accept any words that contain y making the long i sound, such as *cry, why, sky, shy, or my.*

- | | | | |
|--------|--------|--------|---------|
| 1. fry | 2. cry | 3. try | 4. dry |
| 5. sky | 6. sly | 7. fly | 8. spry |

Answers will vary. The answer should be in a complete sentence. The answers below are examples only.

9. You look to the sky to see the clouds.
10. We use umbrellas to keep us dry.
11. An airplane can fly in the sky.
12. I cry sometimes if I fall and hurt myself.

Long i: sky, why, cry, shy, trying

Long e: every, grocery, muddy, swiftly, bunny

- | | | | |
|-----------|------------|-----------|------------|
| 1. family | 2. library | 3. many | 4. history |
| 5. funny | 6. pretty | 7. twenty | 8. carry |

7. The student should answer yes or no to predict whether the tower will be stable in the wind.
8. The student should answer yes or no to indicate whether any changes had to be made to the design of the tower.
9. The student should tell about any changes that he or she made to the tower. The student may have found it necessary to anchor the tower more firmly to the tabletop using modelling clay or another method, to make it stronger by crossbracing the structure, or to make it more stable by making the base wider than the top. The student should tell about any changes that he or she made to the tower.
10. Solid walls would make the tower less stable in the wind because the wind would push against the walls rather than go through the walls. The student can test this by covering the tower with paper or cardboard glued or taped on to the walls and repeating the wind test.

ASSIGNMENT BOOKLET 3A

Grade Three Thematic
Module 3A: Days 1–9

Home Instructor's Comments and Questions

Home Instructor's Signature

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

FOR HOME INSTRUCTOR USE

(if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for
correct course and module.*

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

INSTRUCTIONS FOR SUBMITTING THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you are registered for distance learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each Assignment Booklet as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

MAILING

1. Do **not** enclose letters with your Assignment Booklets. **Send all letters in a separate envelope.**
2. Put your Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach **sufficient postage** and seal the envelope.

FAXING

1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

It may be possible to e-mail your completed Assignment Booklet to the school with which you are registered. You also may be **required** to e-mail some of your assignments. Contact your teacher for the appropriate e-mail address.

3

Grade Three

Thematic

Assignment Booklet



Module 3A:

Tales from Around the World

Day 1 to Day 9

FOR TEACHER'S USE ONLY

Summary

	Your Grade
Assignment 1	
Assignment 2	
Assignment 3	
Assignment 4	
Assignment 5	
Assignment 6	
Assignment 7	
Assignment 8	
Assignment 9	
Assignment 10	
Assignment 11	

Teacher's Comments

Grade Three Thematic
Module 3A: Tales from Around the World
Assignment Booklet 3A
Learning Technologies Branch

Cover Art: Photodisc/Getty Images; page 7: Copyright © 2005 Map Resources

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

Copyright © 2006, Alberta Education. This resource is owned by the Crown in Right of Alberta, as represented by the Minister of Education, Alberta Education, 10155 – 102 Street, Edmonton, Alberta, Canada T5J 4L5. All rights reserved.

This courseware was developed by or for Alberta Education. Third-party content has been identified by a © symbol and/or a credit to the source and must be used as is. This courseware may be reproduced in any form, including photocopying, without the written permission of Alberta Education. Changes can be made only to content owned by Alberta Education. For more detailed information, refer to the Terms of Use Agreement. Every effort has been made to acknowledge the original source and to comply with Canadian copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Education so corrective action can be taken.

THIS COURSEWARE IS NOT SUBJECT TO THE TERMS OF A LICENCE FROM A COLLECTIVE OR LICENSING BODY, SUCH AS ACCESS COPYRIGHT.

Assignment 1

Spelling Pre-test

Write each word as your home instructor says it.

Assignment 2

Handwriting

Complete each line.

t t

vase

y y

l l

toy

love

Assignment 3

Comparing Cinderella Stories

Complete the chart below. Compare the story your home instructor read to you, or use one from the article “Cinderella Around the World” in the book *Tales—Princesses, Peas, and Enchanted Trees*. Fill in the missing information.

Cinderella story from France	Cinderella story from _____
Main Character:	Main Character:
Cruel Characters:	Cruel Characters:
Supernatural Helper:	Supernatural Helper:
Special Clothes:	Special Clothes:
Lost Item:	Lost Item:

Assignment 4

Cinderella Riddles

Read the clues. Can you remember which country the story comes from?

You may have to check back to the article "Cinderella Around the World" in the book *Tales—Princesses, Peas, and Enchanted Trees*.

1. This is the world's oldest Cinderella story.
The magic helper in this story is a fish.
This Cinderella wears a cloak of blue and gold feathers.

This story is from _____.

2. This Cinderella rides to a ball in a giant pumpkin.
She has a fairy godmother.
She loses a glass slipper.

This story is from _____.

3. The magic helper in this story is a frog.
This Cinderella gets fine clothes and silver and gold slippers.
She meets a chief's son.

This story is from _____.

Assignment 5

Tower Fun

Draw the tower you made. Label it with the materials you used.



What problems did you have? _____

What would you do differently next time? _____

Assignment 6

Handwriting

Complete each line.

f f

b b

kit

fleece

hub

Assignment 7

Map Skills



Use the map to answer the questions.

1. Name a country that is north of Germany. _____

Assignment 7

continued

2. Name two countries that are west of the United Kingdom.

3. The United Kingdom at the widest part is **more than** **about** **less than** 1000 km.

4. Name one country in Europe that is wider than Spain.

5. Which country in Europe reaches farthest north?

6. At the widest part, Sweden is **more than** **about** **less than** 500 km.

Assignment 8**Finding Out About Germany**

Use the K-W-L chart to help you. Write your answers in complete sentences.

1. Write one question you had about Germany.

What did you find out?

2. Write another question you had about Germany.

What did you find out?

Assignment 8

continued

3. To find out this information, I used

the Internet

a computer encyclopedia

4. The titles of the websites or encyclopedias I used are

Assignment 9

Pillar Test

Look at the results of your test with one pillar and four pillars.

Conclusion

1. Tell what happened in your test.

One pillar supported _____.

Four pillars supported _____.

2. Which supported more mass—one pillar or four pillars?

Using What You Learned

3. What advice would you give Cinderella and Prince Charming? Should they use one pillar or four pillars?

Assignment 10

"The Lad Who Went to the North Wind"

1. The story "The Lad Who Went to the North Wind" contains several characteristics common to most fairy tales. Name three of them.

2. Circle the answers to the following questions.

- a. Who were the good characters in the tale?

the mother the lad the landlord the North Wind

- b. Who was the evil character?

the mother the lad the landlord the North Wind

3. Answer the following questions in complete sentences.

- a. Which events happened three times?

Assignment 10 continued

b. What supernatural events were involved in the story?

c. What lesson do you think this story was designed to teach?

Assignment 11 Spelling Test

Write each word as your home instructor says it.

Module 3A

Student Learning Log

Put a check mark beside the things you can do.

- ☐ I can split words into syllables and word parts.
- ☐ I can find continents and countries in an atlas.
- ☐ I can tell the main idea of a story in a few sentences.
- ☐ I can use a computer to find facts about a country.

Student's Comments

Look back at the comments you made on your journal pages. What are two new things you learned in this part of the module?

What did you find difficult?

Check **yes** or **not yet** for each question.

The student is able to

- | | | |
|--|------------------------------|----------------------------------|
| • read and interpret simple maps | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • form the lowercase letters correctly in cursive writing | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • use syllables, word parts, and compound word knowledge to read and write new words | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • read silently with accuracy and confidence | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • use scale, directions, and symbols when reading maps for information | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • navigate within a computer document by using indexes and following links | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • summarize the main idea and events in a story using two or three sentences | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • locate countries and continents on a map of the world | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |

Additional Comments

Use this space to make comments about your student's ability to carry out fair tests of structures using the scientific process.

Do you have any questions or comments about this part of the module?

Module 3A

Items to Submit

Check each item as you include it for mailing to the teacher.

- ☐ Day 8: seascape picture
- ☐ Day 9: fairy-tale file cards
- ☐ Day 9: Assignment Booklet 3A

